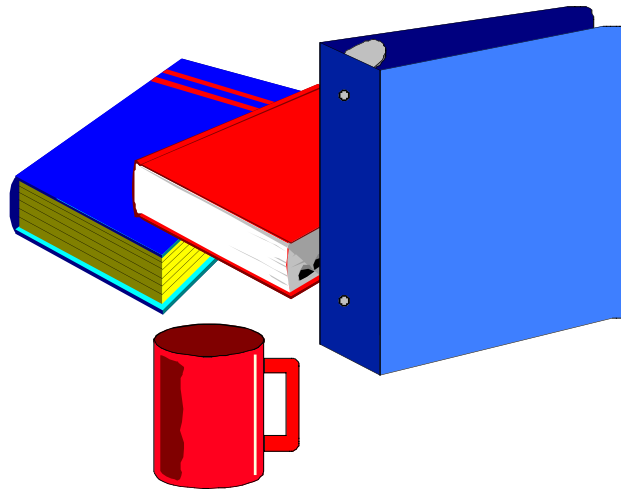**Direct Support Professional Training**
Year 2

Teacher's Resource Guide

Session #5
Positive Behavior Support: Understanding Behavior as Communication

Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services

2000

List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	Person-Centered Planning and Services	3 hours
3	Person-Centered Planning and Services	3 hours
4	Communication, Problem-Solving and Conflict Resolution	3 hours
5	**Positive Behavior Support: Understanding Behavior as Communication**	**3 hours**
6	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
7	Teaching Strategies: Personalizing Skill Development	3 hours
8	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
9	Supporting Quality Life Transitions	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
	Total Class Sessions	**12**
	Total Class Time	**35 hours**

Session: 5
Topic: Positive Behavior Support: Understanding Behavior as Communication

Core
Objectives: Upon completion of this session, the DSP should be able to:

1. Use assessment strategies to evaluate how past, present and future events and environmental factors influence behavior
2. Identify behavior as communication
3. Recognize that conditions such as hunger, illness, injury and other medical conditions may influence behavior and communication
4. Identify potential outcomes that may be reinforcing the challenging behavior
5. Identify the communicative intent (meaning) of the behavior

Time:

Introduction and Key Words	5 minutes
Key Words	5 minutes
Positive Behavior Support Review	15 minutes
The A-B-C's of Behavior	5 minutes
A-B-C Activity: Finding Antecedents (Triggers)	10 minutes
Another Look at Behavioral Triggers	10 minutes
Scatter Plot	5 minutes
Scatter Plot Activity	15 minutes
Behavior Motivations	15 minutes
BREAK	15 minutes

Time:

DSP Video Demonstration		15 minutes
Overview: Functional Assessment		
(Behavior meaning)		10 minutes
A-B-C Activity: Label Maintaining		
Consequences		15 minutes
Summary of information Learned		5 minutes
PBS Outline: Functional Assessment		
Optional Activity and Discussion		10 minutes
Practice Questions		5 minutes
Ending the Session		5 minutes

Total Time   **180 minutes**

Materials:
- Overhead Projector or LCD Projector with compatible laptop computer and Powerpoint application; VCR and monitor;
- Hard copy of overheads or disk with Powerpoint presentation;
- Some blank overheads, a flipchart, or chalkboard with markers, chalk, etc.;
- *Resource Guide* for all class participants; and
- *Video Demonstration*, Parts 1 and 2.

Preparation

Instructor should read over the presentation outline, becoming thoroughly familiar with the information and instructions for the presentation. The information could be presented verbatim or paraphrased, as long as the essential information is conveyed.

Introduction

Do

Show overhead #1

Say

Welcome to Session 5 which is titled Positive Behavior Support. Today we will be talking about *Understanding Behavior as Communication.*

Key Words

Do

Show overhead #2

Say

Let's look at the key words for today (refer to the page number in the resource guide).

They are:

- Antecedent (Before)
- Consequence (After)
- A-B-C data (data on Antecedents, Behaviors, and their Consequences)

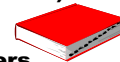## Your Presentation Notes

Session 4: Positive Behavior Support

Understanding Behavior as Communication

Session #4, Overhead 1

Key Words

- **Antecedent (Before)**
- **Consequence (After)**
- **A-B-C Data**
- **Behavior Triggers**
- **Behavior Function (what the behavior means)**
- **Replacement Behavior**

Session #4, Overhead 2

- Behavior Triggers
- Behavior Function (What the Behavior Means)
- Replacement Behavior

Remember, you can find the definitions of these words at the end of the *Guide* for this session and in the Session #12 *Guide*.

Throughout this session, we will talk about the key words, what they mean and how they apply to your job as a DSP!

Say

We're going to start this session with a brief overview of Positive Behavior Support. You will find that overview in your *Resource Guide* (refer to the page number).

Positive Behavior Support Review

Do

Show overheads #3 and #4

Say

Here is an overview of Positive Behavior Support

All behavior is communication. Behavior doesn't just happen without a reason. There are always reasons for challenging behaviors, even if we do not know what they are right now.

Your Presentation Notes

Key Words

- Antecedent (Before)
- Consequence (After)
- A-B-C Data
- Behavior Triggers
- Behavior Function (what the behavior means)
- Replacement Behavior

Session #4, Overhead 2

Positive Behavior Support

- ALL behavior is COMMUNICATION.
- Our goal is to better UNDERSTAND the behavior and why it is happening.
- Behaviors are the ways that people use to get their needs met.

Session #4, Overhead 3

Important Goal

- TEACH replacement behaviors and skills as a positive alternative to challenging behaviors.

Session #4, Overhead 4

Our goal is to better understand the behavior and why it is happening. We can identify the reasons for challenging behavior by completing some of the simple assessment tools in this session.

Behaviors are the ways that people use to get their needs met. Part of our job is to figure out which social/communicative behaviors currently "work" best for the person. Then we can teach socially appropriate alternatives or replacement behaviors.

One of the most important goals of Positive Behavior Support is to **teach replacement behaviors and skills** as a positive alternative to challenging behaviors.

Do
Show Overhead #5, #6, and #7

Say
Let's review how we can support individuals who have challenging behaviors:

- Identify and describe the behavior in observable and measurable terms (so that you know it when you see it, and so that you can record it when it happens). Over time, we can see if the behavior is improving, staying the same or getting worse.

Your Presentation Notes

Supporting People with Challenging Behaviors

- Identify and describe behavior in observable and measurable terms.
- Find out WHEN, WHERE, and WITH WHOM the behavior is MOST and LEAST LIKELY to happen.
- Are medical issues, medications, health and/or diet affecting the behavior?

Session #4, Overhead 5

Supporting People with Challenging Behaviors

- Complete an assessment to help find out why the behavior is happening.
- Look at quality of Life Issues that may be affecting the behavior.
- Your hypothesis (or "best guess") about why the behavior is happening.

Session #4, Overhead 6

- Observe and take data on the behavior to find out when, where, with whom, and during which activities the behavior is most and least likely to happen.

- Review current medical records and historical information to see if medical related issues, side effects of medications, health and diet may be effecting the behavior.

- Complete an assessment (like the ones we will be using this session) to help find out **why** the behavior is happening.

- Look at quality of life issues that may be affecting the behavior: things like the amount of choice, friendships and relationships, meaningful career and educational opportunities, meaningful activities, community involvement, etc., that a person has in his or her life.

- State your hypothesis (or "best guess") about why the behavior is happening, based on your assessment and data information.

- Identify and teach REPLACEMENT behaviors, communication skills and other skills that will help the person get their wants and needs met in socially appropriate ways.

- Make a plan to make sure that replacement behaviors and other appropriate behaviors are reinforced when they happen.

Your Presentation Notes

Supporting People with Challenging Behaviors

- Identify and teach REPLACEMENT behaviors.
- Use a plan to make sure that replacement behaviors are reinforced
- Work together as a team

Session #4, Overhead 7

- Work together as a team to develop and implement positive supports that will assist with the persons quality of life and overall happiness.

The A-B-C's of Behavior

Say

Now let's review and practice using three different observation tools that can help us understand why challenging behavior happens. They are the A-B-C Data Sheet, the Scatter Plot and the Motivation Assessment Scale.

Ask

Does anyone know what the A-B-C stands for?

Note: See if anyone has the answer *before* putting up the next overhead. Show good practice of positive behavior support by *praising* participants with correct answers on what the "A" (antecedent), "B" (behavior), and "C" (consequence) stand for.

Do
Show Overhead #8

Say
Antecedents (A) include anything that happens just before the behavior. This can

---

Your Presentation Notes

ANTECEDENT	BEHAVIOR	CONSEQUENCE
What happens BEFORE the behavior	What happened DURING the situation	What happened AFTER the behavior

Session #4, Overhead 8

include the day and time the behavior happened, what the person is doing, where the behavior occurred, who was around at the time, how hot, cold or noisy it was, etc.

The Behavior (B) is what the person actually said or did.

Consequences (C) include what happens immediately after the behavior. This can be what other people say or do, the avoidance of a task or activity, getting or obtaining something, etc.

It is important for us to pay attention to what happens before and after the behavior because it helps us to understand the relationship between a person's behavior and its' antecedents and consequences. By paying attention to this relationship, we can do a better job of finding out what a person is saying through their behaviors.

Let's talk about three different ways to look at behavior. They are the A-B-C Data Sheet, the Scatter Plot, and the Motivation Assessment Scale.

Do
Show Overhead # 9

Say
This simple A-B-C data sheet is a wonderful recording tool to use to help identify patterns

Your Presentation Notes

ANTECEDENT	BEHAVIOR	CONSEQUENCE
What happens BEFORE the behavior	*What happened DURING the situation*	*What happened AFTER the behavior*
Time of day, location or environment, who was around, what was happening, task or activity, etc.	Describe the behavior	What was the response from people or the environment; what did others say or do; other consequences

in the antecedents (things that happen before) and consequences (things that happen after) of a behavior over time.

When we take A-B-C data on one or more specific behaviors over a period of several weeks to a month, we should be able to see that some **antecedents** are the same, or similar. By looking for patterns in the antecedent data **you should be able to find out when, where and with whom the behavior is more and less likely to happen**. This also helps us to identify some behavior "triggers" that are likely to lead to a challenging behavior. Sometimes we find out that some of the things we say or do may actually be triggers for people's behaviors. Once we figure this out, we can often change what we are doing or saying and actually see an improvement in the persons behavior. Similarly, we should be able to find some patterns in the **consequences** by looking at the A-B-C data. It is important to find out what consequences usually follow a challenging behavior.

Remember: All behaviors are being reinforced (or rewarded) in some way. This includes challenging behavior. The Consequence section (C) of your A-B-C data may show that a person's behavior is followed by avoiding a task or activity, getting a social interaction from someone, or getting

Your Presentation Notes

food, drink, money or other tangible items. It is also important to know that some challenging behaviors are a result of the person being sick or ill, feeling pain (from a toothache, menstrual cramping, headaches, etc.), or sometimes even from the side effects of a medication they are taking.

When you don't find patterns in Antecedents or Consequences for a particular behavior, you probably need to do more observations to get more A-B-C data.

The A-B-C data sheet should be one of the ***first*** tools that we pull out and use when we are confronted by challenging behavior. You can easily make your own A-B-C sheet on a piece of blank paper by simply dividing it into three sections; one each for the Antecedents (before), the Behavior (during) and the Consequences (after). Remember that the more A-B-C data you have, the easier it is to identify patterns in the antecedents and consequences!

A-B-C Activity

Do
Show overheads #10, #11, #12

Your Presentation Notes

A-B-C Sample Exercise

You have been assigned to support a new person (Tina) who has just moved into the home where you work, and you don't know much about her. The following A-B-C events occurs:

Session #4, Overhead 10

Say

You have been assigned to support a new person (Tina) who has just moved into the home, and you don't know much about her. The following A-B-C event occurs:

Antecedents (A): It's 7:15 p.m. Tina is sitting on the couch in the living room following dinner. "Baywatch" is on the TV. There are three other residents in the kitchen. You ask Tina to "Please bring your dirty dishes to the kitchen and wash them."

Behavior (B): Tina screams "NO!" and covers her face with her hands.

Consequences (C): You are not sure what to do, so you tell Tina that she doesn't need to scream and then leave her alone for a few minutes.

Ask

What possible reasons could have made Tina yell?

Do

Encourage participants to identify a variety of Antecedents that may have been reasons for Tina's behavior to happen.

Your Presentation Notes

A-B-C Sample Exercise

Antecedents (A): It's 7:15 p.m. and Tina is sitting on the couch in the living room following dinner. "Baywatch" is on TV. There are three other individuals in the kitchen. You say to Tina "Please bring your dirty dishes to the kitchen and wash them."

Session #4, Overhead 11

A-B-C Sample Exercise

Behavior (B): Tina screams "NO!" and covers her face with her hands.

Consequences (C): You're not sure what to do, so you tell Tina that she doesn't need to scream and you leave her alone for a few minutes.

● **What possible reasons (Antecedents) could have made Tina yell?**

Session #4, Overhead 12

Say

You are correct in that there are **many possible reasons why her behavior might have happened.** It **could** have happened for ANY of the following reasons:

- Tina wants to finish watching Baywatch first
- Tina wants to relax for a while on the couch first
- Tina doesn't feel comfortable going into the kitchen when there are 3 other residents already in there.
- Tina doesn't want to wash her dishes
- Tina doesn't know you well enough yet to take directions from you
- Tina could have a headache.

But, we don't know for sure why Tina's behavior happened **because this is the first time we have seen this behavior and she can't tell us why she is screaming**. However, by writing down this information on our A-B-C data sheet, and by continuing to write down the A-B-C's for each time Tina screams and puts her hands over her face, we will begin to see a pattern. For example:

We want to look and see if she is likely to scream during "**Baywatch**" if someone asks her to do something.

We want to see if Tina displays this behavior whenever someone asks her to wash the dishes.

We want to see if Tina is more likely to scream when she is relaxing on the couch after a meal.

We want to see if Tina is more willing to respond positively to your requests once she gets to know you better.   Etc.

Another Look at Behavioral "Triggers"

Say
Let's use the A-B-C method to practice looking at things which might "trigger" or start a challenging behavior. The activity is in your *Resource Guide* and titled *A-B-C Worksheet: Find the Behavior Triggers* (refer to the appropriate page number).

Let's split up into small groups of two or three for this activity.

Say
Your job is to read the stories which are taken from Incident Reports and circle things, people, requests and activities that could be possible "triggers" for the behavior in each incident.

Allow the participants about 5 minutes to circle the answers.

Your Presentation Notes

Resource Guide

A-B-C Worksheet:
Find the Behavior Triggers

Directions: In small groups, read and discuss the following stories. Circle the possible antecedents (what happened before the behavior) that may be acting as a "trigger."

Time: 9:30 p.m.
Location: Ramon's room
Behavior: Scream/yell
Incident: Ramon's roommate was watching "Jeopardy" on television in their room. Ramon told his roommate that he wanted to watch wrestling instead. His roommate said "No". Ramon started to scream and yell profanities at his roommate. Staff came in to the room and asked Ramon what was going on. Ramon said he wanted to watch wrestling. Staff told Ramon he could watch wrestling on the television in the living room. Ramon stopped screaming and watched wrestling in the living room.

Time: 7:00 p.m.
Location: Loretta's room
Behavior: Bite self/scream
Incident: Loretta was sitting in her room listening to the radio. Staff came in and said "Loretta, you need to do the dishes now." Loretta started to bite her arm and scream. Staff asked Loretta to take deep breaths until she calmed down.

Time: 7:30 a.m. Breakfast
Location: Kitchen
Behavior: Running and bumping into others
Incident: At 7:30 in the morning, Sam ran from his room, bumping into one of his housemates and knocking down another on his way to the kitchen table, where breakfast was being served. Sam was told not to run in the house.

Time: 1:30 p.m.
Location: At the Mall
Behavior: Throwing lunch pail
Incident: The DSP was supporting 4 people on a shopping trip to the mall. The DSP said "It's time to leave and go to the bus stop". Jose threw his lunch pail across the store. Staff helped Jose to pick it up and then they left the store.

Ask

What did you underline for each of the stories?

Note: On the opposite page, you will find this activity with the correct answers underlined. Make sure that answers from the participants have included the time, location and activity for each story.

Say

Remember, when looking at the "triggers" for a behavior, we need to be aware of where the behavior takes place, what time and what kind of activity is happening.

The Scatter Plot

Do
Show overhead #13

Say

The Scatter Plot is a simple, easy to use tool that takes very little time and effort to complete. It was developed by Dr. Paul Touchette, at U.C. Irvine. You can find one in your *Resource Guide* (refer to the page number).

It has squares from top to bottom representing 30 minute intervals from 6 a.m. through 10 p.m. for an entire month. You simply place an "X" in the square that

Your Presentation Notes

Scatter Plot

Name:_____ Month/year:_____

Behavior Definition:_____
_____

☐ Behavior did NO occur ☒ Behavior DID occur ▨ Behavior occured 3x or more

Session #4, Overhead 13

Your Presentation Notes

matches the time and date when a behavior occurs.

After the data has been recorded for three to four weeks, you can use this Scatter Plot to identify patterns in behavior over time. What you do is look at the pattern of "X's" to see when the behavior is MOST LIKELY to happen, and then match those times and days to the activities, environments, task demands, people and other events that may be "triggering" the behavior to occur.

It is also important to look for the times when the behavior is LEAST LIKELY to happen, so you can find out what things are "working" in the person's life during those time periods. The Scatter Plot is not as useful with very high frequency behaviors. For example, any behavior which occurs an average of 10 or more times an hour.

Other Positive Strategies to use with the Scatter Plot:

Self Monitoring
It can also be very helpful to teach someone you support to use a scatter plot to "Self Monitor" their own behavior. They can use this tool to see how they are doing and to keep track of their behavior. In other words,

they can use it to "self-prompt" instead of needing someone else to prompt or tell them about their behavior.

Charting Positive Behaviors

Another way to use this tool is to chart positive behaviors like communicating, completing homework, using the bathroom/ toilet, etc. It is very important to find out when positive behaviors are more or less likely to happen. This helps us to focus on the POSITIVE instead of just charting negative or challenging behaviors.

Scatter Plot Activity

Do

Read the instructions for the Scatter Plot exercise found in the *Resource Guide*, and have the participants use the scatter plot in their packet to mark the data (X's) on. Walk around to check on participants during the activity to see if they need any assistance.

Say

In your *Resource Guide* (refer to the page number), you will find the Scatter Plot Activity. The directions for this activity are:

Review the 2 weeks of data and, using the scatter plot, mark an " X " for every time that Kevin screamed or cussed, under the appropriate time and date. When you are

Your Presentation Notes

Resource Guide

Scatter Plot Activity
Kevin's Data

Directions: Review the 2 weeks of data below, and, using the scatter plot on the next page, mark an " X " for every time that Kevin screamed or cussed, under the appropriate time and date. When you are finished, compare Kevin's daily schedule to the patterns you see on the Scatter Plot.

When is Kevin more and less likely to scream or cuss, and why?

Date:	Time:	Activity/Behavior:
9/5	6:31 am	Screamed
	6:35 am	Screamed
	3:20 pm	Cussed for 5 minutes
	6:50 pm	Screamed and cussed
9/6	6:35 am	Screamed
9/7	6:40 am	Screamed
	3:25 pm	Cussed for 5 minutes
	7:10 pm	Cussed and screamed
9/8	6:35 am	Screamed
	3:29 pm	Cussed for 10 minutes
	7:45 pm	Screamed and cussed
9/9	6:33 am	Screamed
	3:25 pm	Cussed
	7:05 pm	Screamed and cussed
9/12	6:32 am	Screamed
	3:25 pm	Cussed for 5 minutes
	6:35 pm	Screamed
9/13	6:32 am	Screamed
9/14	6:32 am	Screamed
	3:31 pm	Cussed
	6:44 pm	Screamed and cussed
9/15	6:31 am	Screamed and Yelled
	3:32 pm	Cussed
	7:45 pm	Scream and cussed
9/16	6:34 am	Screamed
	3:25 pm	Cussed
	7:20 pm	Scream and cussed

Resource Guide

Scatter Plot

Name:_____   **Month/year:** _____

Behavior Definition: _____

_____

	Behavior did NOT occur	**X** Behavior DID occur		Behavior occurred 3x or more

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	17	28	29	30	31
6:00-6:30am																															
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9:30-10:00p																															

finished, compare Kevin's daily schedule to the patterns you see on the Scatter Plot.

(**Note:** This can be an individual or a small group activity.)

Ask

The bottom line question from this activity is when is Kevin more or less likely to scream or cuss, and why?

Do

When participants have completed marking the data -

Show overhead #14

Say

This is what your finished Scatter Plot should look like.

Do
Show overhead #15

Say

Next, compare Kevin's activity schedule to the Scatter Plot in order so you can answer the question about when and why does Kevin scream or cuss?

Say

When you are comparing the plot and the schedule, remember to look for patterns of days and times when the behavior is MOST

Your Presentation Notes

Scatter Plot

Name: __Kevin S._____   Month/year: __September__

Behavior Definition: __Screaming and/or cussing at others__

*** Weekends occurred on the 3rd-4th, 10th-11th, 17th-18th, 24th-25th ***

☐ Behavior did NOT occur   ☒ Behavior DID occur   ▨ Behavior occurred 3x or more

Session #5, Overhead 14

Kevin's Daily Schedule

Time:	Activity:	DSP:
6:30 am	Wake up housemates	Sally
7:00-8:00 am	Breakfast & a.m. routine	Sally
8:00 am	Take transit bus to work	
9:00-1:30 pm	Work at Home Depot	Job coach
2:30 pm	Arrive home on bus	Jon
3:00-3:30 pm	Others arrive home	Jon & Dan
3:30-5:00 pm	Home Chores	Jon
5:00-6:00 pm	"Free-time"	Dan
6:00-7:00 pm	Dinner	Jon & Dan
7:00-9:00 pm (M,W,Th,F)	Board games/social time with other housemates	Jon & Dan
7:00-9:30 pm (Tuesdays)	Community Outing	Jon
9:30-11:00	Relax/video games, etc.	Dan

Weekends (Sat/Sun):
Kelvin & other Residents get to sleep in and go on community outings both days of the weekend.

Session #4, Overhead 15

likely or LEAST likely to occur.

After about 5 minutes for comparing the scatter plot to the schedule -

Ask
What did you find out?

Note: Use the following questions to stimulate discussions if participants are having difficulty identifying patterns or coming up with ideas about why Kevin's behaviors are more and less likely to happen (answers are in italics).

- What is different about weekday mornings (when there are problem behaviors recorded) and weekend mornings (no problem behaviors recorded)?
  (*Kevin gets to sleep in on weekends.*)

- Why are Tuesday evenings (no problem behaviors recorded) different from the rest of the weekday evenings (Mon/Wed/Thurs/Fri) when there are behaviors?
  (*On every Tuesday, Kevin and his housemates go on a community activity.*)

- What is different about weekend activities (no problem behaviors recorded) and weekday evenings when there are problem behaviors?
  (*On the weekends, Kevin goes on community activities, which he seems to enjoy.*)

Your Presentation Notes

- Why do you think Kevin has no problem behaviors during the weekdays? (*He enjoys his job; he is out in the community.*)

Do
Show overhead #16

Say
Let's review what you found out.

When the behaviors are MOST likely to happen:

- EVERY weekday morning (Mon-Fri) at wake-up (about 6:30 am) Weekends seem to be fine (when he "sleeps in").

- EVERY weekday afternoon (EXCEPT Tuesdays,) at about 3:30. 3:30 is about the time that other residents arrive home (Kevin has been home from his job since about 2:30). The only thing "different" about Tuesdays (when Kevin doesn't display any afternoon behaviors) is that they go on community activities later that evening (they don't have community activities planned during the other weekday evenings, which is when Kevin typically has a problem).

- Weekday evenings (EXCEPT Tuesdays) after dinner and during "social time at home with other residents".

Your Presentation Notes

Most and Least Likely to Occur?

Most Likely
- EVERY weekday morning
- EVERY weekday afternoon at about 3:30
- Weekday evenings <u>except Tuesdays</u>

Least Likely
- Weekends
- Tuesday afternoons & evenings

Session #4, Overhead 16

When the behaviors are LEAST/LESS likely to happen:

- Weekends. Kevin gets to "sleep in" and goes on community outings both days.

- Tuesday afternoons and evenings. Kevin gets to go on community activities every Tuesday evening.

Ask

What minor changes could you make in Kevin's schedule to help his day go more smoothly and hopefully reduce some of his challenging behaviors?

- Since Kevin doesn't leave for work until 8:00 am on weekdays, could he sleep in an extra 30 minutes? OR- Look at a new "wake-up routine"; for example, get Kevin an alarm clock or clock radio alarm to wake him up, instead of a staff (which he seems to find irritating).

- Try to come up with an alternative routine or activity for Kevin on weekday afternoons when his housemates arrive home from their program (at about 3:30). Perhaps Kevin could even be away from the residence during this transition time (on a community walk, etc. ?).

- Give Kevin more opportunities to be involved in community activities on other weekday evenings (Mon/Wed/Thu/Fri). Kevin definitely seems to prefer community activities over

Your Presentation Notes

Resource Guide

Scatter Plot Activity
Kevin's Daily Schedule

Time:	Activity:	DSP:
6:30 am	Wake up housemates	Sally
7:00-8:00 am	Breakfast and a.m. routine	Sally
8:00 am	Take transit bus to work	
9:00-1:30 pm	Work at Home Depot job	Job coach
2:30 pm	Arrive home on transit bus	Jon
3:00-3:30 pm	Other housemates arrive home	Jon and Dan
3:30-5:00 pm	Home Chores	Jon
5:00-6:00 pm	"Free-time"	Dan
6:00-7:00 pm	Dinner	Jon and Dan
7:00-9:00 pm (M,W,Th,F)	Board games/social time with other housemates	Jon and Dan
7:00-9:30 pm (Tuesdays)	Community Outing	Jon
9:30-11:00	Relax/video games, etc.	Dan

Weekends (Sat/Sun):

Kevin and other housemates sleep in and go on community outings both days of the weekend.

Your Presentation Notes

staying home with his housemates. Perhaps Kevin can be taught some community routines that he can do independently or semi-independently (like walking to a local market, going on a community walk, etc.). ALSO: Can Kevin be connected to some local community groups or classes during the evenings? It would be helpful to look into local parks and recreation centers, community colleges, churches/temples, hobby clubs, etc., to try and develop meaningful community connections for Kevin.

Behavior Motivations

Do

Show overhead #17

Say

The Motivation Assessment Scale is another good tool that will help you find the reasons for a challenging behavior. Mark Durand developed this tool which looks at four basic reasons why behaviors occur. An easy way to remember these four reasons why behavior happens is by remembering the word SEAT. The letters in the word seat stand for:

1. **SENSORY reasons.** These are **internal reasons** including pleasure, self stimulation, pain, medical issues, side affects of medications, mental illness, neurological issues (like seizures), etc.

Behavior Motivations

- **S**ensory

- **E**scape

- **A**ttention

- **T**angible Consequences

Session #4, Overhead 17

---

2. **ESCAPE or AVOIDANCE**. Sometimes we use our behavior to avoid or get out of doing something that we don't like (an activity or job, getting away from a person or place we don't like, etc.)

3. **ATTENTION** from others or specific people.

4. **TANGIBLE CONSEQUENCES**. Generally meaning attempts to "get" something we want, such as a preferred object, game, money, food, task or activity, etc.

Say

It is important to know that even extremely inappropriate and problem behaviors are serving a NEED for the person, and that need is NORMAL and valid, even if the behavior is not. Your challenge as a DSP is to teach the people we support to get their needs met by using behaviors that are more socially acceptable for the situation.

Say

Please turn to the activity in your *Resource Guide* titled Behavior Motivations (refer to the page number). Take a few minutes and write down some of the behaviors that you use to get your needs met.

For example:

Sensory   riding a rollercoaster
                 eating chocolate

Your Presentation Notes

Resource Guide

Behavior Motivations
(Behaviors we use to get our needs met)

Directions: Please list some behaviors that YOU use to get your needs met in each of the following areas.

Sensory behaviors:

Escape behaviors:

Attention seeking behaviors:

Behaviors to get Tangible Consequences:

It is NORMAL for us to do things (to behave in certain ways) in order to get our basic needs met. It's HOW we go about getting these needs met that becomes the real issue. In other words, the behaviors that we use to get our needs met are what is important. We learn the "time and place" to use certain behaviors; and we learn socially "appropriate" ways to get our needs met, instead of using behaviors that will annoy people, lead to job termination, losing friends, getting suspended from school, etc.

Escape	watching tv instead of working on the taxes
Attention	wearing a Hawaiian shirt in winter
Tangible Consequences	shelling peanuts at the baseball game

(**Note:** Give participants about 5 minutes for making notes).

Say

Please share some of your answers for each of these categories.

Sensory

Escape

Attention

Tangible Consequences

Do

Write down answers on a flip chart, blank transparency, or a chalkboard.

Say

Those are good ones, here are some additional answers for each category:

Sensory behaviors: smoking, snowboarding, drinking coffee, doing something nice for someone, feeling good about something we do on our jobs or with friends, etc.

Your Presentation Notes

Behavior Motivations
●**S**ensory
●**E**scape
●**A**ttention
●**T**angible Consequences
Session #4, Overhead 17

Escape behaviors: Procrastinating, things we do when we are in situations where we have to wait (what we do in a Doctor's office, while waiting in line at a grocery store, or bank, etc.)

Attention seeking behaviors: Interrupting, starting a conversation, whining, pouting, slamming things, calling someone on the phone, saying "Hi".

Behaviors to get Tangible Consequences: Working (to get a paycheck), the common "2 year old temper tantrum", asking for something, telling people what we want, etc.

BREAK

DSP Video Demonstration: Positive Behavior Support

Say
Now we are going to watch a DSP video demonstration and answer some questions about what we see. Be sure to watch closely because we are going to talk about what we see in the video.

Do
Start the video and follow the instructions on the video. You will be instructed to "pause"

Your Presentation Notes

Positive Behavior Support Video Demonstration: Part 1
Questions for Participants

1. **What were some of Espen's behaviors that you observed? (Write these down)**

Whines	Screams
Slaps his leg	Bites his hand
Chases DSP from room	

2. **What do you think that each of Espen's behaviors were communicating?**

   (See attached communication chart)

3. **How did the DSP communicate to Espen? (What did the DSP's behaviors communicate?)**

   Bossy, Demanding, Nagging,
   The DSP keeps saying the same thing over & over! The DSP may be thinking: "Why isn't Espen listening to me?", "Why won't Espen do what I'm telling him?", etc.

4. **What would you say or do differently if you were the DSP?**

   DON'T TALK SO MUCH! (It's annoying). Show Espen what you mean, point to the laundry. If Espen still doesn't do it, ask him if he wants to finish watching his TV show. Tell him you'll give him a break and come back in 5 minutes (or after the sports game is over).

   ASK THE PARTICIPANTS:
   How many of US actually stop what we're doing IMMEDIATELY (or even within 5 seconds) to "comply" with a request from our roommate or family member?

Behavior Communication Chart for Espen

When Espen...	It may mean...
Whines ("mmmmmm")	**"Don't interrupt me;** **I'm watching the game"** **-or-** **"I don't want to do that now"**
Slaps his leg, louder **whining ("mmmmm")**	**"You're not listening to me!"** **"I don't want to do that right** **now!"**
Bites his hand; screams	**"You're still not listening to me!"** **"Get out my way; now you're** **really bothering me!"**
Bites hand harder, screams **louder. Chases DSP from** **room.**	**"You're making me mad!"** **"Why aren't you respecting me?"**

Positive Behavior Support Video Demonstration: Part 2
Questions for Participants

(Split up into groups of 3 to 4 people, and answer the following questions as a Team. Then, share your Team's answers with the larger group)

1. Why do you think that Espen behaved differently in Part 2?

The DSP "listened" to what Espen was saying through his behaviors. The DSP gave Espen a chance to watch his TV program before doing his laundry. The DSP didn't keep "nagging" Espen over and over to do his laundry. He gave Espen some space., He acknowledged what Espen wanted.

2. What are some of the things you saw that the DSP did differently in Part 2?

The DSP used less language (he didn't nag or repeat the same question as much). The DSP saw and listened to what Espen's behaviors were saying; he let Espen finish watching the game before doing his laundry. He gave Espen some "space", etc.

3. How do you think that Espen felt in Part 2 (as compared to Part 1)?

He felt that the DSP was listening to him in Part 2. He was happy to be left in peace to watch the game on TV. He was relieved that the DSP left him alone.

Your Presentation Notes

the video at one point, so be sure to stay in the room while the video is playing. Answers to the questions are on the previous three pages.

Overview of Functional Assessment

Say

Let's review some different things we can do to find out why behavior happens.

Do

Show overhead #18

Say

All behavior has meaning and is serving a need for the person. We need to do some detective work to find out the meaning (or purpose) of the behavior. We call this process **functional assessment.** Once we have a better understanding of why the behavior is occurring, we can identify and teach some appropriate replacement skills as an alternative to the challenging behavior.

To begin the process of functional assessment (finding out more about why the behavior is happening), let's look at some important questions that help us figure out what the meaning of behavior is and why it is happening.

Functional Assessment Strategies

ANTECEDENT *What happens BEFORE the behavior*	BEHAVIOR *What happened DURING*	CONSEQUENCE *What happened AFTER*
Things we can find out:	Things we can find out:	Things we can find out:
Identify **behavior triggers** or what sets off the behavior?	What does the behavior look like?	What is the pay-off for the challenging behavior? (All challenging behavior is getting reinforced by something!)
When is it more and less likely to occur?	How often does it happen?	
Where is it more and less likely to occur?	How long does it last?	What is the behavior "saying" to us?
What activities are most and least likely to promote the behavior?	What is the meaning of this behavior?	What is the person "getting" or "avoiding" through the behavior?
What do people **do or say** that leads to a behavior?	Are medications or medical factors influencing the behavior?	What reinforcers are available to the person every day? (People, places, activities and things that the person enjoys).
How does the person **learn best**?	Pay attention to decreases in or absence of typical behaviors.	
Who are his or her **friends**?		

Session #5, Overhead 18

Let's start by looking at some of the things we can find out about patterns in **antecedents** (things that happen before the behavior) that will help us find out more about the behavior.

Do
Refer to overhead #21 which is also in the *Resource Guide* (refer to the page number).

Start reviewing the left-hand column of the document.

Point to and say:
Identify behavior triggers. **What sets off the behavior?**

Say
Triggers are people, jobs, activities and situations that make it HIGHLY likely that a behavior will follow. Triggers are like direct signals for the behavior to happen. We can use our A-B-C data to identify triggers.

Point to and say:
When is the behavior more and less likely to occur?

Where is it more and less likely to occur?

What activities are most and least likely to promote the behavior?

Your Presentation Notes

Say

We can again use our A-B-C data to figure this out. It also helps when we ask these questions of other staff, family members, previous teachers, and the individual him or herself.

We can use A-B-C data to find out this information. Again, interviewing other staff, family members and the individual is helpful!

We can use A-B-C data, progress notes of home and community activities and Special Incident Reports to find out this information.

Point to and say:

What do people do or say that leads to a behavior?

How does the person learn best?

Who are his/her friends?

Say

We can again use our A-B-C data to figure this out.

It is important to know how people learn best and what learning style they use most. Once we know this information, we should match our teaching style to the persons learning style to ensure that we are maximizing their learning. For example, you

| Your Presentation Notes |

Functional Assessment Strategies

ANTECEDENT *What happens BEFORE the behavior*	BEHAVIOR *What happened DURING*	CONSEQUENCE *What happened AFTER*
Things we can find out: Identify **behavior triggers** or what sets off the behavior? **When** is it more and less likely to occur? **Where** is it more and less likely to occur? **What activities** are most and least likely to promote the behavior? What do people **do or say** that leads to a behavior? How does the person **learn best**? Who are his or her **friends**?	**Things we can find out:** What does the behavior look like? How often does it happen? How long does it last? What is the meaning of this behavior? Are medications or medical factors influencing the behavior? Pay attention to decreases in or absence of typical behaviors.	**Things we can find out:** What is the pay-off for the challenging behavior? (All challenging behavior is getting reinforced by something!) What is the behavior "saying" to us? What is the person "getting" or "avoiding" through the behavior? What reinforcers are available to the person every day? (People, places, activities and things that the person enjoys).

Your Presentation Notes

might use teaching through words, or by showing, demonstrating and practicing the skill in the natural environment for that skill or behavior.

Say
Now let's look at **things we can find out** about the **behavior** itself:

Point to and say:
What does the behavior look like?

How often does the behavior happen?

How long does it last?

Say
Can we come up with a behavior description that is observable and measurable? This will help us to observe it when it happens and to record progress over time.

We can use a scatter plot, a frequency count, or our progress notes to find this out.
We can also record how long the behavior lasts in our A-B-C data to get an average of how long the behavior typically lasts if this is important. For example, a 1 second scream is very different from 60 seconds of screaming.

Point to and say:
What is the meaning of this behavior?

What is the behavior "saying to us?"

Are there medications or medical factors influencing the behavior?

Say
Behaviors are strategies that people use to get their needs met. ALL behaviors mean something. We can use a Communication Chart to help find out what a behavior means. A-B-C data also gives us information that can help with this.

When we observe behavior that is very different than usual for the person, we should look at possible medical reasons for the behavior FIRST! We should work closely with Doctors to find out if there is any medical basis or reason for the behavior. Medication side affects can also influence behaviors. You can find information about the potential side-affects of a medication in a PDR (Physicians Desk Reference), or at your local pharmacy. We will be talking more about this in an upcoming session.

Point to and say:
Pay attention to decreases in or absence of typical behaviors.

Say
Like we just talked about, when a person is not acting normally (the way they typically act) this could be a sign that medical factors are involved.

Your Presentation Notes

The person might also be sick, ill, hungry, sleepy, or in pain.

Say
Finally, let's look at **things we can find out** about **consequences** that may be maintaining (or reinforcing) the problem behavior.

Point to and say
What is the pay-off for the problem behavior?
Remember, every problem behavior is getting reinforced by something!

Say
According to the rule of reinforcement, if a behavior continues to happen on a regular basis and/or increase over time, it is being reinforced, or paid off, by something although we may not always know what it is. We can use our A-B-C data to help us figure out what is reinforcing a behavior.

Point to and say:
What is the behavior "saying" to us?

What is the person "getting" or "avoiding" through the behavior?

Your Presentation Notes

Say

Again, all behavior means something. We should look at behaviors as the language a person uses to express their wants, needs, and feelings.

It helps to use A-B-C data and a Motivation Assessment Scale to find out the reasons why a behavior is happening.

Point to and say:

What reinforcers are available to the person every day?

This can be people, places, activities and things that the person enjoys.

Say

We can find this out by looking at the individual's daily schedule and through our daily observations and progress notes. Interviews with the individual, their family and people close to them is also helpful.

Say

In summary, all of this A-B-C information should help us to understand better why certain challenging behaviors happen.

Your Presentation Notes

A-B-C Activity: Identifying Possible Consequences that are Maintaining a Challenging Behavior

Your Presentation Notes

Do

Refer participants to the appropriate page in their *Resource Guide* for this activity.

Say

Let's break into small groups of 2 or 3 people to read and discuss these sample stories.

After you have read them, talk with your team and circle the possible consequences that may be maintaining or reinforcing the challenging behavior in each story.

Note: Give participants about 5 to 10 minutes to work on this in their small groups.

When finished, ask the teams to share their findings. The following page has the stories with the answers underlined.

Make sure that all of the possible consequences have been identified.

Say

In summary, remember that any number of things can be rewarding or reinforcing a challenging behavior. We can usually find

A-B-C Activity:
Identifying Possible Consequences for Challenging Behaviors

Directions: In small groups, read and discuss the following stories. Circle the possible consequences (what happened after) that may be maintaining or reinforcing the challenging behavior.

Time: 6:30 PM
Location: Living Room
Behavior: Making farting noises
Incident: Geoff finished eating his dinner and sat in the living room. When his roommate walked by, Geoff made loud farting noises. His roommate said "Geoff's making farting noises!". When staff walked in, Geoff made more farting noises. Staff said "Geoff, knock it off!". Five minutes later, Geoff made more farting noises. His roommate yelled" Geoff's doing it again!".

Time: 2:00 PM Sunday
Location: Living Room
Behavior: Interrupting and refusing to discuss choices she doesn't like.
Incident: Three roommates were deciding on the weekly menu in order to plan the shopping and cooking schedules. Two of them suggested spaghetti for Tuesday. Crystal loudly said, "No way, we are having fish and chips!" One roommate quietly said, "But…" and Crystal interrupted loudly, "That is the way it is going to be!" The other two roommates both said okay softly.

Time: 4:00 PM
Location: Van driving to store
Behavior: Hitting window with fist.
Incident: Pat is in the van with staff driving to the store. The staff was talking to another person in the van. Pat began waving and gesturing at the radio. The staff ignored her. Pat began to hit the van window with her fist. The staff said "O.K., Pam; I'll turn the radio on" and turned the radio on. Pam calmed down.

Time: 5:30 PM
Location: Family Room
Behavior: Hitting others
Incident: Sally was playing with a hand held video game. Staff asked her to turn the game off and set the table. Sally continued to play. Staff went to Sally and asked her again to turn the game off. Sally hit the staff on the arm. Staff left Sally alone until she calmed down.

out what is reinforcing a challenging behavior by looking at the consequences. If we can figure it out, we can work to reward a behavior that will work better for the individual.

Presentation and Review of Optional In-Class Activity

Note: If you have time at the end of this session, here is an optional activity you can use. You could also use this for a homework activity. You can use the teacher's script below for either a wrap-up of this session or as a lead-in to the next session.

Positive Behavior Support: A Summary of Functional Assessment Information

Say
At the end of the activity section in your *Resource Guide* (refer to the page number; see copy on the next page) is something titled *Optional Activity: Positive Behavior Support Outline Part 1- Functional Assessment Information*. This worksheet is a summary of the steps you will need to get the information that will help you understand why a particular behavior happens. The answers to these questions will help you

Your Presentation Notes

understand what the behavior is communicating, or, the <u>meaning</u> of the behavior. This is the <u>first half</u> of Positive Behavior Support, which is called "Functional Assessment."

Do
Show overhead #19

Say
In the next session, you will take this information and learn how to develop support strategies to teach positive behaviors.

Do
Read through the optional activity page of questions to ask with the entire group.

Note: You can also use an example of a challenging behavior that you have worked up before class.

Practice Questions

Say
In your *Resource Guide* (refer to the appropriate page), you will find some practice review questions about this session.

Please take a few minutes to read the questions and mark your answers on the practice form.

Your Presentation Notes

Session #5, Overhead 19

Optional Activity: Positive Behavior Support Outline
Part 1- Functional Assessment Information

1. **Provide a brief description of an individual you know** (age, hobbies, good qualities), **living situation** (facility type, roommate situation), **school, work, day program** (type of classroom, day program, supported employment & supports) **typical community experiences** (activities outside the home):

2. **Describe a challenging behavior**(s) in observable and measurable terms.

3. **List the assessment tools that you used** to identify patterns in the challenging behavior across different environments. (Scatter plot, A-B-C, Motivation Assessment Scale, progress notes, etc.).

4. Answer the following questions about the challenging behavior:

When most likely: _____

When least likely: _____

Where most likely: _____

Where least likely: _____

With whom most likely: _____

With whom least likely: _____

What activities most likely: _____

What activities least likely: _____

Consequences maintaining behavior: _____

Medical/medication influences: _____

5. **What do you think that the function (meaning) of the behavior is?** What is the person either getting, avoiding or saying through their behavior?

<u>What Do You Think the Challenging Behavior is Communicating?</u>

Wait about 5 minutes.

Say

Let's review your answers.

Do

Make sure that all of the questions are answered correctly and review the information as needed.

Ending the Session

Say

In our next session, we will continue talking about *Positive Behavior Support* and ways to *Adapt Support Strategies to Ensure Success.*

Say

Don't forget to look at the key words for the next session. You can find the definitions for a session at the end of the each *Resource Guide.* All of the words for Year 2 are in the **Key Word Dictionary** in the *Resource Guide*, Session #12. Any questions? See you next time.

Your Presentation Notes

Resource Guide

Key Word Dictionary
Positive Behavior Support
Session #5

A-B-C data
The recording of Antecedents (A), the Behavior (B), and the Consequences (C) when a challenging behavior happens. By writing down this information each time a challenging behavior happens, it is easier to identify Antecedents and Consequences that happen most often before and after the behavior. You can record A-B-C data on a sheet of paper by making 3 sections (one each for Antecedents, Behavior and Consequences).

Antecedent
The things that happen BEFORE the behavior, like what time it was, where the behavior took place, what activity was happening, and who was around. We want to identify antecedents that happen before a certain behavior so that we can understand when, where, with whom and during what activities the behavior will be more and less likely to happen.

Behavior Function
The function (or meaning) of a behavior is what the person is getting or avoiding through their behavior. For example; "An individual yells in order to be sent to his room and avoid doing the dishes."

Behavior Triggers
Triggers are the things that will usually "set a behavior off." A trigger can be a place, person, thing, or activity.

Consequence
The things that happen immediately after the behavior, like reactions or attention from people, getting something (like food, candy, toys, or other objects), being removed from an activity or place, and other things that people may say or do. We want to identify the consequences that usually happen after a challenging behavior, because there is a good chance that these consequences are reinforcing (making it more likely to happen again).

Replacement Behavior
The new skills and behaviors that we want to teach the person as an alternative to the challenging behavior.

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Smith, Paul and Professional Growth Facilitators;
For ideas and concepts for developing self-control plans as an alternative to losing
control. (P.F.G. has developed a much more extensive 16 hour course covering
proactive approaches to dealing with assaultive behavior called *Professional Assault*
Response Training (P.A.R.T.).

If You Want to Read More About
Positive Behavior Support

The Journal of Positive Behavior Interventions; PRO-ED, Inc.
(800) 897-3202; Web site: www.proedinc.com

This journal includes articles that deal exclusively with Positive Behavior Support and Teaching Strategies for individuals with challenging behaviors. The articles include practical information that can be used by Direct Support Staff, family members and teachers.

O'Neill, R., Horner, R., Albin, R., Storey, K., and Sprague, J. (1997).
Functional assessment and program development for problem behavior: a practical handbook, Pacific Grove, Brooks/Cole Publishing. You can reach Brooks/Cole Publishing at (800)-354-9706.

This handbook is an easy-to-read manual which contains a variety of Functional Assessment tools and formats of Positive Intervention (Support) Plans. It is a "how-to" guide which goes through the process of how to assess behavior and develop a support plan. This is a great tool for anyone who will be developing support plans for individuals with a history of behavior challenges.